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ABSTRACT

This document, produced by a committee of teachers in industrial education, includes a program description with pertinent extracts from the school district philosophy, as well as major goals and objectives. Curricular objectives state what a student should know, demonstrate, or be able to do in that study area. The sequence of goals and objectives represents three levels of standards: graduation standards for all students, desirable standards for those students wishing to further their education in technical or vocational studies, and advanced standards for those students planning to attend a four-year college or university. (VT)

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HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

COMPETENCY-BASED CURRICULUM

INDUSTRIAL EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INDEX

Program Description (Philosophy, Goals & Objectives).....1

Curricular Objectives:

Career Awareness.....3

Use of Terminology and Symbolic Language.....3

Technical Knowledge and Skill Development.....4

Health and Safety 5

Consumer Knowledge.....6

Personal Development.....6

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Title: Competency Based Curriculum Continuums: Reading, Mathematics, Language Arts, Career Education, Physical Education, Industrial Education, Business Education, Social Science, Science, Health & Recreation, Home Economics, Special Education, Foreign Language, Traffic & Safety Education, Music, Arts & Crafts

Abstract (up to 200 words):

The Huntington Beach Union High School District formed committees consisting of at least two teachers from each school selected for each of the sixteen identified disciplines: Reading, Mathematics, Language Arts, Career Education, Physical Education, Industrial Education, Business Education, Social Science, Science, Health & Recreation, Home Economics, Special Education, Foreign Language, Traffic & Safety Education, Music, Arts & Crafts, Each committee produced a document including the following:

1. Program Description -- with pertinent extracts from the District philosophy, major goals and objectives of the study area.
2. Curricular Objectives -- statements describing what a student should know, demonstrate, or be able to do in that study area.

Each committee established the sequence of goals and objectives representing three levels of standards: Graduation standards for all students; desirable standards for those students wishing to further their education in technical or vocational studies; and advanced standards for those students planning to attend a four-year college or university. The continuums have been community validated and Board approved.

GLOSSARY OF TERMS

Curricular objectives have been placed in three categories. To facilitate understanding, the categories are defined as follows:

1. GRADUATION STANDARDS

   These objectives represent the level of attainment expected of students graduating from high school and going directly into the labor market. Students at this level will have skills that will enable them to obtain and hold entry level positions.

2. DESIRABLE STANDARDS

   The desirable level of attainment is geared to those students who may seek additional academic training at community colleges or trade schools. They generally will have skills that would enable them to enter the labor market at a position higher than entry level or to progress rapidly upward from entry level positions.

3. ADVANCED STANDARDS

   The students achieving competencies at the advanced level will generally be preparing themselves for further academic training at a college or university. They are geared toward the student who is training for professional or management positions requiring industrial education training and experience.

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PROGRAM DESCRIPTION - INDUSTRIAL EDUCATION

PHILOSOPHY

We believe that the Industrial Education program should provide opportunities for each student to discover and develop talents, aptitudes and interests and to obtain the competencies needed for entry level positions in the working world. Each student should acquire the basic skills and knowledge necessary to work creatively to achieve economic efficiency and to be able to live and work in harmony with others.

MAJOR GOALS OF THE DISCIPLINE

1. Students will acquire a career awareness and an interest in the working world as a source of vocational and/or avocational choices.

2. Students will acquire competencies in the terminology and/or symbolic language used in industry.

3. Students will acquire technical knowledge and develop entry level skills with tools and materials.

4. Students will acquire an awareness for the need of industrial health and safety.

5. Students will acquire consumer knowledge and an appreciation for craftsmanship and design both as worker and consumer.

6. Students will acquire the ability to apply the principle of cooperative attitude, orderly performance, self initiative and interest in achievement in solving problems met in vocational and avocational situations.

MAJOR OBJECTIVES OF THE DISCIPLINE

1. Provide each student with the opportunity to develop career awareness.

2. Provide each student with the opportunity to become proficient in the use of industrial language.

3. Provide each student with the opportunity to develop technical knowledge and skill with tools.

MAJOR OBJECTIVES OF THE DISCIPLINE (Cont.)

4. Provide each student the opportunity to develop industrial safety and health awareness.

5. Provide each student with opportunity to develop consumer knowledge.

6. Provide each student with the opportunity to develop the personal characteristics of a good worker.

CURRICULAR OBJECTIVES

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
1. **CAREER AWARENESS**		
GRADUATION STANDARDS The students will be able to: (1) identify career clusters related to the course being taken.		
DESIRABLE STANDARDS (2) understand the inter-relation of the various crafts and skills. (3) assess their own potential in relationship to personality and skill demands of possible career choices or avocational interest. (4) identify further training needs necessary to advance in a chosen career.		
ADVANCED STANDARDS (5) identify further educational needs necessary to advance in a chosen career.		
2. **USE OF TERMINOLOGY AND SYMBOLIC LANGUAGE**		
GRADUATION STANDARDS The student will be able to: (1) interpret simple tables, graphs, graphics, drawings and equivalencies common to the chosen career cluster. (2) interpret and use simple reference material appropriate to the chosen career cluster. (3) communicate with some effectiveness in the language of the chosen career cluster.		

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMEN
DESIRABLE STANDARDS (4) interpret more complex tables, graphs, graphics, drawings and equivalencies common to the chosen career cluster. (5) interpret and use more complex reference material appropriate to the chosen career cluster. (6) communicate effectively in the language of the chosen career cluster.		
ADVANCED STANDARDS (7) interpret the most complex tables, graphs, graphics, drawings and equivalencies common to the chosen career cluster. (8) interpret and use the most complex reference material appropriate to the chosen career cluster. (9) communicate with ease and fluency in all aspects of the language of the chosen career cluster.		
3. TECHNICAL KNOWLEDGE AND SKILL DEVELOPMENT The student will be able to: GRADUATION STANDARDS (1) identify and use the common tools, equipment and materials of the chosen career cluster. (2) use the simple vocabulary of the career cluster. (3) follow an outline and complete tasks using the basic skills associated with the career cluster.		

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
DESIRABLE STANDARDS (4) identify and use the advanced tools, equipment and materials of the chosen career cluster. (5) use the more complex vocabulary of the chosen career cluster. (6) select, plan, outline and apply the procedure necessary to complete an assigned task.		
ADVANCED STANDARDS (7) demonstrate and apply new procedures associated with advanced skills and assign tasks to others.		
4. HEALTH AND SAFETY The student will be able to:		
GRADUATION STANDARDS (1) demonstrate knowledge of safe work habits. (2) identify and correct simple unsafe working conditions under instructor guidance. (3) demonstrate an awareness of the proper procedures to be followed in emergencies.		
DESIRABLE STANDARDS (4) identify and correct more complex unsafe working conditions under instructor guidance. (5) demonstrate an awareness of the proper procedures to be followed in an emergency and be able to direct others.		

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
5. CONSUMER KNOWLEDGE The student will be able to: GRADUATION STANDARDS (1) identify the characteristics of good workmanship. (2) identify and evaluate the function, design, economy and quality of the common tools, materials, products and service related to the chosen career cluster. DESIRABLE STANDARDS (3) identify and evaluate the function, design, economy and the quality of the more complex tools, materials, products and services of the chosen career cluster. ADVANCED STANDARDS (4) identify and evaluate the function, design, economy and the quality of the most complex tools, materials, products and services generally, as well as of the chosen career cluster.		
6. PERSONAL DEVELOPMENT The student will be able to: GRADUATION STANDARDS (1) work cooperatively with peers and instructors. (2) be punctual in attendance. (3) follow directions. (4) demonstrate pride and achievement in completing assigned tasks.		

CURRICULAR OBJECTIVES

COMPETENCIES		SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
DESIRABLE STANDARDS	(5) develop self direction. (6) demonstrate pride and achievement in completing self initiated tasks.		
ADVANCED STANDARDS	(7) develop the ability to direct others. (8) demonstrate pride and achievement in solving procedure problems and completing complex tasks.		